higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE

PERSONNEL TRAINING N6

(4110476)

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DEPARTMENT OF HIGHER EDUCATION AND TRAINING
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE
PERSONNEL TRAINING N6
TIME: 3 HOURS
MARKS: 200

INSTRUCTIONS AND INFORMATION

1. Answer all the questions in SECTION A.
2. Answer any FOUR questions in SECTION B.
3. Read all the questions carefully.
4. Number the answers according to the numbering system used in this question paper.
5. Start each question on a new page.
6. Use only a black or blue pen.
7. Write neatly and legibly.

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SECTION A (COMPULSORY)

QUESTION 1

1.1 Complete the following sentences by writing only the missing word or words next to the question number (1.1.1–1.1.10) in the ANSWER BOOK.

1.1.1 During training, the … is an expert in guiding discussions to discover facts.

1.1.2 Facilitation means both the trainer and the trainee will be actively involved in the … process.

1.1.3 Facilitators need to encourage … by all in order to ensure that meaningful learning is taking place.

1.1.4 … refers to a logical sequence of steps, events, phases or stages.

1.1.5 The facilitator must ensure that discussion flows by using different methods and adding to statements by means of …

1.1.6 During training, the trainer gives facts, expects the right answer and is a subject …

1.1.7 … refers to a specific and detailed description of every step, stage, event or phase.

1.1.8 The letter R in the acronym SOLER stands for …

1.1.9 The word … means to help.

1.1.10 One of the guidelines to follow to ensure meaningful learning is for facilitators to do adequate …

(10 × 1) (10)

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1.2 Choose ONE term from the list below for each of the following descriptions and write it next to the question number (1.2.1–1.2.10) in the ANSWER BOOK.

immediacy; closed-ended questions; minimal prompts; probing; empathy; open; feedback loop; active listening; advanced listening; open-ended questions; trainer; macro level; sequencing

1.2.1 Words a facilitator needs to show the speaker that he/she is listening and registering what is being said

1.2.2 Questions to which the answers are yes or no to get specific responses from trainees

1.2.3 Prompting trainees to enter into discussion by selecting a word or phrase from the trainee's speech and turning it into a question

1.2.4 Immediately and appropriately reacting to what is being said

1.2.5 Advanced understanding

1.2.6 Hearing what is not being said in words

1.2.7 Questions that will prompt trainees to offer interpretations and ideas

1.2.8 Output from a process that returns back to the beginning of the system as feedback

1.2.9 Facilitator appears to be approachable

1.2.10 Interpreting the words of trainees correctly by repeating the words of the trainee after the trainee has finished speaking

(10 × 1) (10)

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1.3 Various options are given as possible answers to the following questions. Choose the answer and write only the letter (A–D) next to the question number (1.3.1–1.3.10) in the ANSWER BOOK.

1.3.1 During training, the facilitator encourages participation and allows trainees to follow their own …

A hearts.
B pace.
C steps.
D None of the above

1.3.2 The acronym SOLER is used to describe …

A verbal skills.
B nonverbal skills.
C both A and B,
D none of the above.

1.3.3 The needs of the enterprise as a whole or a group with the same job classification:

A Meso-level needs
B Macro-level needs
C Both A and B
D None of the above

1.3.4 The order in which content must follow:

A Piloting
B Psychomotor aims
C Observation
D None of the above

1.3.5 A need that exists for only one person or a small group:

A Meso-level needs
B Macro-level needs
C Micro-level needs
D None of the above

1.3.6 Needs identified when the job analysis is done:

A Needs based on demand
B Stated needs
C Normative needs
D None of the above

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1.3.7 Needs on a national or international level:

A Meso-level needs
B Macro-level needs
C Both A and B
D None of the above

1.3.8 Needs that arise from a situation a person finds himself/herself in:

A Felt needs
B Normative needs
C Comparable needs
D None of the above

1.3.9 The analysis of individual jobs and tasks to determine which type of training should be provided for any person who is appointed to a position:

A Promotion
B Job analysis
C Job needs assessment
D None of the above

1.3.10 Needs related to the job that an employee needs to do:

A Comparable needs
B Normative needs
C Technical needs
D Nontechnical needs

(10 × 2) (20)
[40]

TOTAL SECTION A: 40

SECTION B

Answer any FOUR questions in SECTION B.

QUESTION 2

2.1 Define each of the following training-related terms:

2.1.1 Training

2.1.2 Competence

2.1.3 Performance criteria

2.1.4 Training module

2.1.5 Elements of competence

(5 × 2) (10)

2.2 List NINE steps to follow when developing a competency-based modular training programme. (9 × 2) (18)

2.3 State whether the following statements describe the characteristics of competency-based training or norm-based training by writing only 'Competency-based' or 'Norm-based' next to the question number (2.3.1–2.3.4) in the ANSWER BOOK.

2.3.1 A trainer spends a lot of time motivating learners.

2.3.2 Learning time is kept constant.

2.3.3 Trainers are responsible for achieving learning objectives.

2.3.4 Learning objectives are similar to the job requirements.

(4 × 1) (4)

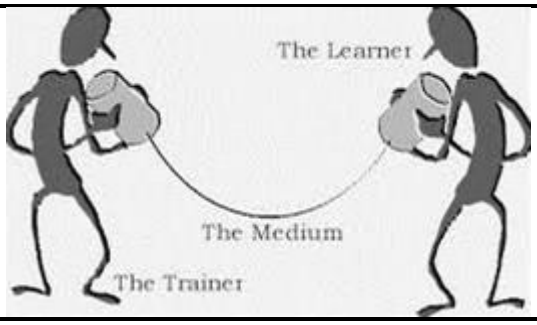
2.4 List EIGHT specific facilitation techniques to ensure that discussion takes place continuously during facilitation. (8)

[40]

QUESTION 3

3.1	Briefly explain 10 factors and guidelines to follow when selecting training media.	(10 × 2)	(20)
3.2	List, in order, EIGHT steps to follow when selecting content.	(8 × 2)	(16)
3.3	Give FOUR advantages of sequencing.		(4)
			[40]

QUESTION 4



[Source: *www.nwlink.com*]

4.1	List 10 statements that describe the value of training media for the trainee.		(10)
4.2	Briefly explain the THREE components of every learning objective.	(3 × 2)	(6)
4.3	Briefly explain THREE types of aims of a learning objective.	(3 × 2)	(6)
4.4	List 10 factors to consider when selecting training methods.		(10)
4.5	List EIGHT guidelines to follow when developing transparencies, flipcharts and blackboards for training purposes.		(8)
			[40]

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QUESTION 5

Teaming up with the relevant training institutions, Rosebud Incorporations has introduced the concept of continuous training to its employees from all their branches all over South Africa. Trainees will include both local and international delegates coming to gain essential knowledge and skills required to succeed in the industry. However, because of all the planning and daily life responsibilities, some employees have developed tremendous stress and frustration.

5.1	List 10 approaches that enterprises can use to reduce stress in individuals.		(10)
5.2	Briefly explain FIVE categories in which stress may present.	(5 × 2)	(10)
5.3	List 12 items to include in a checklist for accommodation and transport.		(12)
5.4	List and explain FOUR types of information that should be recorded on a continuous basis.	(4 × 2)	(8)
			[40]

QUESTION 6

6.1	List FIVE guidelines for trainee evaluation.	(5 × 2)	(10)
6.2	Briefly explain the FOUR distinctive parts that the management by objectives evaluation approach is based on.	(4 × 2)	(8)
6.3	State the THREE areas determined by evaluation.	(3 × 2)	(6)
6.4	List EIGHT steps to follow when conducting research.	(8 × 2)	(16)
			[40]

TOTAL SECTION B: 160
GRAND TOTAL: 200

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